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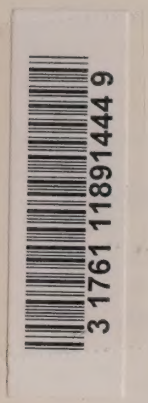

Curriculum Guideline

Ontario Academic Courses
1986

FRENCH AS A SECOND LANGUAGE
FRANÇAIS LANGUE SECONDE

- Core French
- Extended French
- Immersion French

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Course Codes and Titles

The course codes for the OACs in French as a second language designate two distinct OACs for each type of program (see the section "Course Planning" on page 7). The codes and titles are as follows:

- FSF and FSG: French
- FEF and FEG: French (Extended)
- FIF and FIG: French (Immersion)

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Introduction

This document outlines the Ontario Academic Courses (OACs) in core, extended, and immersion French. These three types of program are recognized as valid approaches to the teaching of French as a second language.

OACs in French as a second language (FSL) will first be granted in the school year 1987–88. The minimum hours of instruction required for the OACs in the period from 1988 to 1995 have been established in order to accommodate all current FSL programs in Ontario.

From 1996 on, OAC credits in FSL will be granted only to students who accumulate the full hours of instruction established for those courses. The transition period from 1988 to 1995 will allow those school boards whose FSL programs do not meet the full requirements to make the appropriate adjustments in their instructional sequence.

Hours of Instruction

Each secondary school credit course in FSL is counted as 120 hours of instruction for purposes of the OACs, FSL funding, planning outlines, and *Circular 14* listings for FSL. This provides a uniform basis for elementary and secondary school FSL programs.

The principal has the right to permit individual students, because of the language competence they have achieved, to join a course designed for a background different from their own. This provision is important in French, where students may increase their competence significantly through intensive out-of-school experiences. Where such students complete the course successfully, they will earn the same credit as other students in that course. Schools that combine students from extended and immersion French programs in one class period but differentiate their treatment and evaluation may designate the course and credit as either "Extended French OAC" or "Immersion French OAC" according to each student's program.

Core French

The core French OAC credit will be granted in 1996 and after to students who have studied the French language as a subject for a total of at least 1080 hours by the end of the OAC.

In the transition period from 1988 to 1995, the OAC in core French will be granted to students who have accumulated a total of at least 720 hours of French instruction by the end of that credit. In some school boards the required hours will be accumulated by increasing the prerequisites to the OAC (see the section on prerequisites below).

Extended French

This OAC will be taken by students who have extended their competence in the French language by studying other subjects taught in French but have not accumulated the total hours specified for the immersion French OAC. Students who have taken elementary school early, middle, or late extended French or partial immersion French programs will normally be eligible for this OAC, provided that they have the prerequisite credits.

The extended French OAC credit will be granted in 1996 and after to students who have studied French as a subject and other subjects taught in French for an accumulated total of at least 2100 hours of French instruction and have completed the requirements for the extended French OAC.

In the transition period from 1988 to 1995, the OAC in extended French may be granted to students who have accumulated a total of at least 1800 hours of French instruction.

Immersion French

The immersion French OAC credit will be granted in 1996 and after to students who have studied French and other subjects taught in French for an accumulated total of at least 5000 hours of French instruction and have completed the requirements for the immersion French OAC.

In the transition period from 1988 to 1995, the OAC in immersion French may be granted to students who have accumulated a total of at least 4400 hours of French instruction.

Rationale

The OACs in core, extended, and immersion French are preuniversity courses and are intended both for those who plan to continue the study of French and for those who will pursue other areas of study. They are designed to extend students' knowledge and appreciation of the French language and culture and to contribute to their intellectual development and academic preparation.

The principles underlying the OACs are an extension of the principles of second-language learning already set out in the curriculum guideline *French, Core Programs, 1980*. Core, extended, and immersion French students are all learning French as a second language. Although the three programs differ in intensity and are designed to achieve different levels of proficiency, they share a common purpose: second-language learning.

There are, however, significant differences in focus and in the language competence expected of students in the three programs. Students in extended and immersion French bring to the OAC an extensive experience of functional language use that has brought them significantly further along the continuum of language learning. For this reason the aims, expectations, content, and evaluation components for each of the three programs have been differentiated in this document.

Aims

The principal aim of the three types of OAC in French is to develop students' communication skills in the French language. In addition, the OACs in French will contribute to the effort across the total curriculum to foster the exact use of language and the orderly presentation of ideas. They also involve the mastering of a complex system of knowledge and skills – an important process in students' overall academic experience in preparation for further study.

These courses will enable students to refine and polish the knowledge and skills that they bring to the OAC so that they can attain the highest level of achievement that their background permits: core, extended, or immersion French. These levels correspond to the basic, middle, and top achievement levels defined in *Ontario's FSL Programs.**

By the end of the OAC in core French, successful students:

- have a fundamental knowledge of the language (an active vocabulary of 3000 to 5000 words and about 100 basic sentence patterns);
- can participate in straightforward conversation;
- can read, with the aid of a dictionary, books, magazines, and newspapers in standard French on subjects of interest;
- can understand the general meaning of radio and television news and other programs in which they are interested;
- can write personal correspondence with the aid of a dictionary;
- have a basis from which they can resume the study of French later in life;
- have developed a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians;
- are aware of the diversity of the world's French-speaking cultures.

By the end of the OAC in extended French, successful students:

- can participate freely in conversation on topics in which they have some experience;
- can understand radio and television news and other programs in which they are interested;
- can read, with the occasional help of a dictionary, magazines, newspapers, and books;
- can request or give information in written French with the aid of a dictionary;
- have developed an understanding of the aspirations of French-speaking Canadians;
- have some understanding of the culture and institutions of French Canada and the French-speaking world;
- can function well in a French-speaking community after a few months' residence.

By the end of the OAC in immersion French, successful students:

- can participate easily in conversation and discussion;
- can take courses at the college or university level in which French is the language of instruction (i.e., understand lectures, read references, write papers, and take part in class discussions);
- have developed an understanding of the aspirations of French-speaking Canadians;
- have some understanding of the culture and institutions of French Canada and the French-speaking world;
- can live in a French-speaking community or accept employment in which French is the working language after a short orientation period.

*Ontario, Ministry of Education, *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s* (Toronto: Ministry of Education, Ontario, 1984).

Objectives

The three types of OAC have the same aim: to develop students' ability to communicate in French. For this reason common objectives are outlined for all three. However, students' range of vocabulary and their command of structure will vary sharply according to the length and type of their French program. The wider variety of experience and the longer exposure to French provided by extended French programs allow students to increase their spontaneity and effectiveness in the language. This is true to an even greater degree of immersion French programs.

In the OACs students will expand their understanding of the language, their skill in expressing their thoughts in French, their ability to analyse and appreciate what they read, and their understanding of culture. They will learn to develop personal opinions and to support them with reference to their reading and experience.

Students taking OACs are expected to reason logically and to express themselves coherently. The quality of their thought should reflect the maturity expected of them at this level of their education.

Language Skills

Successful students will be able to:

- understand, within their areas of interest, French spoken in social conversation, in class discussion, or in formal presentations by speakers or in the media;
- participate in class discussion;
- read French;
- adjust their reading precision and rate to suit different purposes;
- consider critically what they read and view in order to develop appreciation and insight;
- express their ideas coherently in oral and written French;
- manipulate accurately the components of the language.

Language Knowledge

Knowledge of the structure and functioning of language enables students to generate new expressions based on previously learned vocabulary and language patterns. All OAC students should develop:

- an active command of the appropriate entry structures (see appendix B, C, or D);
- a command of the appropriate new structures (see appendix E, F, or G);
- a practical vocabulary that is adequate to express factual information, feelings, intentions, and opinions (see appendix I);
- the ability to infer meaning from context and to express ideas within their command of the language;
- the ability to increase their knowledge of structure and vocabulary independently through reading and the use of references;
- an initial analytical understanding of the structure and functioning of language.

Culture

Cultural understanding increases interest and improves communication, especially when it is not limited to folklore and historical and artistic achievements but encompasses the language, customs, and values of a language community. The development of cultural insights derived from reading and from other experiences should be considered an integral part of the OACs. Discussion and writing assignments on cultural topics will encourage both language development and critical thinking. A judicious selection of reading materials and of opportunities to experience French-Canadian and French culture within and outside the classroom will integrate culture with language learning. The cultural elements should be selected in the context of the whole secondary school French program with a view to overall balance and appropriate maturity level (see appendix H). French teachers should work in partnership with the teacher-librarian to develop a collection of relevant resources.

Students should be provided with opportunities to gain insight into French culture in Canada and in the world, to increase their awareness of their own culture, and to learn about contemporary life in French-speaking areas from current and accurate sources.

Attitudes

Specific attitudinal objectives are not identified for the OACs in French as a second language. Attitudes are best developed indirectly as a result of the way in which teachers communicate a sense of enthusiasm about their subject, introduce worthwhile content into the program, teach language skills, and handle errors and difficulties.

Prerequisites

Students taking an OAC in core, extended, or immersion French must have successfully completed one Senior Division advanced-level French course of the same type. The OAC will normally be a student's fourth advanced-level course in FSL.

In the transition period from the school year 1987-88 to the school year 1994-95, two Senior Division advanced-level courses will be the prerequisite to the core French OAC for students who have not accumulated at least 720 hours of French instruction by the end of their fourth FSL credit. This will allow such students to accumulate the 720 hours required for the core French OAC credit.

Students beginning the OAC in extended French must have completed a combined total of at least six credits in French itself and other subjects taught in French.

Students beginning the OAC in immersion French in 1995-96 and after must have completed a combined total of at least nine credits in French itself and other subjects taught in French. In the transition period, students beginning this OAC must have completed at least six such credits. It is strongly recommended that students in immersion French take, in each year of the secondary program, the subject of French plus at least three other subjects taught in French.

Where a school offers two OACs in core, extended, or immersion French, the two courses must be independent of each other: one OAC cannot be a prerequisite for another.

Course Planning

This document establishes a common framework for all OACs in French as a second language. Each course has a value of one credit. Courses developed within this framework for core, extended, or immersion French will differ in aims, expectations, content, and evaluation criteria, and their graduates will reach different levels of achievement. The courses are differentiated in the relevant sections of this document.

In each type of program – core, extended, and immersion French – two distinct OACs may be offered. Students may take one credit or two credits of the same type, and the second OAC can provide a fifth course in French in secondary school. Students may count credits earned in only one type of OAC – core, extended, or immersion French – towards their graduation diploma.

Each of the two OACs must be a balanced, four-skill course that includes all of the objectives outlined in this document and the basic grammatical content specified for that type of OAC. Each course will be based on different reading materials and cultural content. This will create a difference in the additional grammatical content that students will need clarified. It is not intended that students taking two OACs learn rarely used structures unless a specific need for them arises. The learning experiences offered in an additional OAC will increase and consolidate students' command of structure and vocabulary and their communicative competence.

In many schools the demand for a second OAC in core, extended, or immersion French may be too small to permit the principal to schedule it as a separate class. Such schools can combine in one OAC students who are taking that course as a first or a second OAC in FSL, provided that the reading materials and cultural components in the course are new to all of the students. Two different OACs with distinct codes can be offered in alternate years or semesters. Because one OAC is not a prerequisite for the other, students can take them in either order to complete two OAC credits. The new work that they do in either course will increase their individual competence and understanding.

Content

Language Skills

It is assumed that students entering any OAC in French will have sufficient oral and written language skills to:

- understand the teacher and their peers;
- contribute and respond in French;
- pronounce French words with phonemic accuracy;
- convey the general sense of a thought by the astute manipulation of the structures and vocabulary they possess;
- read for global comprehension, inferring the meaning of a few new words;
- use a dictionary effectively;
- prepare assigned pages of reading and retell events;
- complete an initial analysis of plot, setting, and character;
- organize their ideas for presentation.

Because of the extensive functional use of French that they have experienced, extended and immersion French students will be much more advanced in the development of these skills and will apply them with a wider range of structures and vocabulary and with greater accuracy than will core French students.

In the OAC, students will have the opportunity to extend their skills in listening, speaking, reading, and writing French through integrated language use. Translation will be used only to clarify structures in which English interference occurs. Students' ability to use specific structures in communication will be reinforced through guided composition. Dictation will be used to develop their listening comprehension and their accuracy in writing.

Listening and Speaking

French must be the language of communication in class, since classroom interaction provides students with opportunities to communicate orally in French. These opportunities are, in effect, the major learning experiences for developing listening and speaking skills. Students are expected to:

- participate in daily classroom interaction in a balance of large- and small-group oral activities;
- take part in dramatization and role playing;
- listen and respond to both prepared and authentic material;
- lead a group discussion;
- report the conclusions of a group discussion to the class;
- present orally the required independent assignment;
- interact with the teacher in a formal interview.

Student evaluation will reflect the importance placed on the development of listening and speaking skills (see the section on evaluation below).

Reading

OACs provide a transition between the directed reading that students have experienced in previous years and the independent reading that is required in university. OACs provide students with opportunities to become more confident readers by exposing them to a variety of works of different genres on subjects that relate to their experience. Some student choice of material should be allowed in extensive reading and, where feasible, in intensive reading.

Intensive reading is the careful study of specific materials at the instructional level, with attention paid to details of content, expression, and meaning. This reading, guided by the teacher, leads to classroom analysis and discussion and a variety of assignments.

Extensive or supplementary reading, on the other hand, is an individual activity. A variety of materials appropriate for independent reading without teacher assistance should be provided so that students can choose reading selections that interest them. The evaluation of extensive reading can be based on either oral or written assignments.

In order to achieve the balanced reading program required, teachers may designate only the important sections of some works for intensive study and assign the other sections for extensive reading.

Most intensive and all extensive reading should be done outside of class, with some direction from the teacher, in order to reserve class time for discussion. Students should further develop their ability to read for close study with the aid of a dictionary. They should also improve their ability to read quickly and with less reference to the dictionary for general comprehension. While specific texts are not prescribed provincially, students will read:

- a balanced selection from a minimum of three genres, such as novels, plays, short stories, essays, poetry, and articles from magazines and newspapers;
- a balance of French-Canadian and other French writing, at least 50 per cent of which has been written in the twentieth century;
- intensively, for critical study and discussion in class, a minimum of:
  a) 200 pages in core French,
  b) 300 pages in extended French,
  c) 400 pages in immersion French;
- extensively, for information and enjoyment, a minimum of:
  a) 200 pages in core French,
  b) 300 pages in extended French,
  c) 400 pages in immersion French.

All reading materials must:

- be relevant to students' experience and appropriate to their language competence and their level of thinking;
- be worth reading;
- contain readily identifiable elements of good writing;
- use language that is appropriate for students' active vocabulary;
- have potential for a variety of follow-up activities;
- be of an appropriate length to maintain interest and to permit balance in the course;
- complement students' French reading throughout their secondary school program.

In selecting reading materials, teachers should consider their cultural content, their thematic relationship to other works in the course, and the way in which they complement the works previously studied. The availability of films, plays, and television programs that may be used in conjunction with a work should also be considered.

Writing

The writing components of OACs develop students' ability to write clearly and accurately within the scope of their knowledge of the language. Students must perceive assignments as relevant in order to write with a sense of purpose; it is recommended that writing assignments evolve naturally out of a course's reading and cultural studies.

Students learn to write by writing. Frequent short assignments are more appropriate than lengthy essays. Initially students should draft such assignments during class time with their teacher and peers available to assist them. Introductory brainstorming on a topic will start students thinking in French; editorial assistance will help them to polish their drafts.

While each assignment must be acknowledged in some way by the teacher, it is not intended that the teacher mark each one in detail. For some assignments, the teacher may give students only a general impression of the quality of their work. Students will keep a complete collection of their writing assignments and will revise and edit selected samples for evaluation.

Students are expected to:

- practise exposition, description, and narration in a variety of forms, such as compositions, reports, poetry, journal entries, and letters;
- write for evaluation purposes the following assignments as a minimum:

a)	core French:	five short assignments (50–100 words) two longer assignments (200–400 words)
b)	extended French:	six short assignments (100–200 words) three longer assignments (400–600 words)
c)	immersion French:	six short assignments (100–200 words) four longer assignments (400–600 words)

- share their writing assignments with their peers for reaction before editing and revisions;
- edit and revise their writing assignments before submitting them for evaluation;
- write at least one assignment for a real audience: a presentation for another class, a storybook for elementary students, a letter to a pen pal, a contribution to the school newspaper or yearbook, a letter to a French-language institution or publication.

Culture

The cultural content for study in OACs is not prescribed. Students should gain an appreciation of the French presence across Canada and in the world. The culture embedded in the reading materials, both literary works and periodicals, is the most appropriate source of topics for research.

Each student must research, individually or in a group, one aspect of French-Canadian or French culture for oral or written presentation. Students should choose their own topics in consultation with the teacher and the teacher-librarian. This work can constitute a longer composition, a group assignment, or the independent assignment described in the section "Learning Experiences".

The teacher should provide a selection of cultural assignments that relate to each other and to the course so that students have a greater interest in other students' assignments and achieve some breadth and depth of understanding through each other's work. The teacher should verify that resources on the topics selected are available either in the French department or in the library resource centre. An outline of cultural topics, organized under eleven headings and including some sample questions, is given in appendix H.

A cultural assignment should:

- be appropriate to students' experience, maturity, and language competence;
- provide students with the opportunity to work with authentic materials intended for Francophones;
- stimulate students' curiosity and increase their awareness of common human experiences;
- expose students to social contexts that go beyond stereotypes in a variety of French-language settings.

Communicative Concepts

The principal aim of the OACs in French as a second language is to increase students' ability to communicate. Communication can be analysed according to the concepts that speakers need to express and understand, as well as according to the language functions that they must perform. Grammatical structures and vocabulary must be kept in their proper perspective – as components of communication and understanding, that is, the ability to convey and grasp concepts. An outline of communicative concepts that students should learn to express by the completion of the OAC is contained in appendix I.

Students bring to the OAC some ability to function within these communicative concepts. Core French students are able to express their ideas in a straightforward manner; extended and immersion French students are able to express themselves more spontaneously, with a richer vocabulary and a greater command of language structures.

In the OACs students will expand their ability to express the following:

- actions and intentions
- cause and effect
- emotions, feelings, and wishes
- judgements and opinions

They will also achieve greater flexibility in expressing the other concepts outlined in appendix I.

Vocabulary

Students' knowledge of vocabulary is determined to a great extent by the reading materials and texts that they have studied in previous years. It is expected that core French students will have at their command a basic vocabulary for the majority of the topics listed in *French, Core Programs, 1980* (pp. 59–60). Extended and immersion French students will have attained a broader command of vocabulary from their work in French in other subject areas. Extended French students will need assistance and practice in order to transfer this vocabulary to active use and to fill in gaps in their basic vocabulary. The wider vocabulary of immersion French students will be refined to ensure greater precision and the appropriate use of current language.

Further vocabulary expansion in the OAC depends on the choice of reading materials, subjects for discussion, and in-class activities. The teacher must consciously provide opportunities for students to incorporate into their active vocabulary the most useful words from their reading; incidental and esoteric elements should not be stressed. The teacher must ensure that students have the opportunity to learn French-Canadian terms that are appropriate for common use. Students should be encouraged to develop a personal vocabulary related to their own interests and career plans.

The teacher should employ deliberate strategies to extend students' ability to communicate within the constraints of their command of the language and to expand their vocabulary independently. Students who are able to convey appropriately what they mean within the vocabulary at their disposal have achieved communicative competence. To this end, students should develop skills in:

- inferring meaning from contextual clues;
- comprehending words from their prefixes, suffixes, roots, and cognates;
- using circumlocution;
- drawing on all of their vocabulary to express a concept to avoid overworking the same basic words;
- using references, such as bilingual, unilingual, illustrated, and encyclopedic dictionaries.

Where students do not know the precise word that they need, a knowledge of general terms will help them to make themselves understood. A command of generic nouns such as *appareil*, *moyen*, *produit*, *endroit*, of verbs such as *se trouver* and *servir à*, and of the relative pronouns can increase students' ability to paraphrase, an invaluable tool of expression in a second language.

Grammar

The core French OAC will provide students with the opportunity to learn the use of:

- possessive and demonstrative pronouns;
- verbs after *voilà/il y a (avait)/ça fait (faisait)* + length of time;
- the subjunctive with expressions of compulsion, emotion, and uncertainty, and its use after impersonal expressions and subordinate conjunctions;
- tense sequence in subordinate clauses that involve the use of the subjunctive;
- negatives after infinitives;*
- the interrogative and relative pronoun *lequel;**
- *en* + the present participle;*
- *après* + the perfect infinitive;*
- *faire/laisser* + the infinitive (without pronoun objects).*

Students who have accumulated 1080 hours of French instruction by the completion of the OAC will have had the opportunity to learn to use all of these structures. The structures marked with an asterisk will not be required of students who have accumulated only 720 hours by the completion of the OAC. As students accumulate more hours of French instruction, they can be introduced to these structures as required.

The extended French OAC will provide students with the opportunity to learn the use of:

- *aucun* and *nul*;
- *tout* as an adverb;
- the subjunctive with:
  a) an indefinite or negative antecedent + the relative pronoun,
  b) a comparative or superlative adjective + the relative pronoun;
- participial phrases.

The immersion French OAC will provide students with the opportunity to learn the use of:

- passive infinitives;
- the subjunctive with:
  a) *quoi que, qui que, où que*,
  b) an indefinite or negative antecedent + the relative pronoun,
  c) a comparative or superlative adjective + the relative pronoun,
  d) *s'opposer, s'attendre, tenir à ce que*.

A summary of the entry knowledge required for the core, extended, and immersion French OACs and of their grammatical content is presented in the table on page 12. The structures are listed by the numbers used to identify them on pages 34–44 of *French, Core Programs, 1980*.

It is assumed that students entering the OAC will be able to use the structures enumerated in the first list, although some may require incidental review. It is further assumed that students will have been exposed to the structures enumerated in the second list and have at least a passive knowledge of them. The third list enumerates the new grammatical content of the OAC. Students will be able to use many of the structures in this list but will benefit from a deliberate reinforcement of them.

The OAC will provide students with the opportunity to consolidate the structures and to become more accurate in their use of the language. Any of the remaining structures listed in *French, Core Programs, 1980* will be clarified incidentally by the teacher, if and when students encounter them in reading or need them in writing. It is not intended that students in any type of OAC in French as a second language learn structures that are rarely used in modern French, unless a specific need for them arises.

Grammatical Structures

Type of OAC	Entry Knowledge (assume)	Entry Knowledge (reteach)	New (teach)
Core French	See appendix B. 1–112 115–20 122 123 129 136 143 144	See appendix B. 121 124–28 134 137 152 156	See appendix E. 113 114 130* 131 132* 133 135* 138–40 145* 146 149* 150 151* 153 154* 155* 161 167
Extended French	See appendix C. 1–146 156 161–64 167 172 192	See appendix C. 147–55 157–60 182	See appendix F. 169 170 173 176–79 184 185
Immersion French	See appendix D. 1–148 152 156 161–64 167 169 170 172 182 192	See appendix D. 149–51 153–55 157–60 173 184 185	See appendix G. 165 166 168 176–79 194

*Not required for the 720-hour core French OAC.

Learning Experiences

The learning experiences in the OAC will for the most part be integrated language activities, in which the four language skills are interwoven. At this level of language development students are using French to communicate ideas. Most activities involve more than one skill and apply to several objectives: communicative activities are linked with language study; reading and cultural activities require communication and also teach language; and so on. Sound reasoning, clear presentation of ideas, and effective organization of work should be promoted in every activity.

A sample of integrated activities for the study of a novel is analysed in the chart on page 14 to show that each activity relates to objectives in several learning areas.

A variety of activities for the Senior Division is outlined in *French, Core Programs, 1980* (pp. 6–27). OAC activities should:

- centre on content that merits discussion and provokes thought;
- provide scope for interpretation and the expression of opinion;
- be integrated into the progression of the course;
- contribute to variety in learning experiences;
- be relevant to students' experience and appropriate to their language competence and maturity;
- foster student confidence and motivation;
- accommodate the abilities of the full range of OAC students and involve every participant;
- be set out clearly with precise objectives, procedures, and expectations;
- allow for student choice of topic and treatment wherever the objectives of the activity and the availability of suitable reference materials permit.

Practice in the functional use of French is essential to achieving the aims of the OAC. Each student must:

- interact with the teacher in one formal interview;
- present orally the required independent assignment, which is outlined below;
- serve once as leader and once as recorder in small-group discussions;
- participate in a dramatization, role-playing, or simulation activity;
- listen to or view authentic material intended for Francophones: radio or television broadcasts, films, recorded drama, or prose;
- write short and longer compositions (see the subsection "Writing" above);
- read from current French-Canadian magazines and newspapers;
- research individually or in a group one aspect of French culture for oral or written presentation. This work can constitute the independent assignment, a longer composition, or a group assignment.

In addition, each student should have the opportunity to participate in a selection of the following experiences:

- listening to or presenting popular and classical music
- hearing guest speakers and interacting with them
- debating
- editing written assignments with a partner
- investigating careers in French and the use of French in careers
- contributing to or editing a class or school publication
- participating in field trips or exchanges
- writing a personal diary or the diary of a literary character or public figure
- writing poetry

Integrated Activities for Novel Study

Sample Language Activities	Objectives							
	Listening	*Speaking*	*Reading*	*Writing*	*Culture*	*Communicative Concepts*	*Vocabulary*	*Grammar*
Use of a videotape, film, or slides related to the setting of the novel	x				x			
Discussion of chapter 1	x	x	x			x	x	
Open-ended question assignment on chapter 1			x	x		x	x	x
Discussion of answers	x	x					x	x
Study of sample French-language newspapers	x	x	x		x			
Writing of newspaper headlines, accounts, editorials, and obituaries on events in chapter 3 (group task)	x	x	x	x	x	x	x	x
Extensive reading of chapter 4			x				x	
Summarizing the main ideas of chapter 4 (group task)	x	x	x	x		x	x	x
Dictation of a summary	x			x			x	x
Spontaneous role play of events in chapter 5	x	x				x	x	
Composition predicting further development after chapter 5			x	x		x	x	x
Grammar presentation on common errors in composition	x	x		x				x

Group Work

In the OACs students must do part of the work of the course – the discussion of their reading and of culture, the preparation of assignments – in small groups. This will help them to attain greater communicative competence. Group work offers:

- increased student-initiated communication;
- greater assurance to students who are hesitant to participate in whole-class activities;
- the development of student skills in organizing a task and in working together to complete it;
- an increased sense of personal responsibility for their own learning among students;
- an opportunity for the teacher to work with various groups on remediation, enrichment, and evaluation.

In evaluating major group projects that culminate in a written or oral presentation, the teacher must consider students' individual contributions to the group effort as well as the final group result. Students as well as the teacher should contribute to the evaluation of group assignments. A format for student evaluation of group work is suggested in appendix J.

For strategies that can be used in grouping students, see *French, Core Programs, 1980*, pages 72–74.

Independent Assignment

The ability to work independently is a valuable skill and an essential preparation for university work. Students must prepare at least one independent assignment to be presented orally to other students and to be evaluated. Students should be allowed to choose their own topics in consultation with the teacher. Their content should complement the reading, the themes, or the cultural studies involved in the course so that it is of benefit and interest to both the presenters and the other members of the class or group.

In core and extended French classes the teacher will monitor the students' preparation and language use and approve a draft outline of the assignment prior to the oral presentation of the topic. Immersion French students, after their oral presentation, will submit for formal evaluation a summary or a creative written assignment related to the same topic. This assignment may be one of the four longer assignments required of immersion students.

Oral presentation skills are assigned a portion of the mark for the independent assignment. Students are expected to speak spontaneously for about five minutes with only point-form notes as cues and to use support materials to maintain interest. The presentation should culminate in a discussion with the listeners to increase their involvement and their communication skills. Students should take brief notes on the presentation to prepare for the discussion. A suggested marking scheme for oral presentations is found in appendix J.

Exceptional Students

The program and the evaluation of student achievement will be adapted as necessary for students identified as exceptional by an identification, placement, and review committee (IPRC). Teachers will choose a variety of content and experiences appropriate to students' linguistic skills and exceptionalities while maintaining the integrity of the OAC. The following are some examples of appropriate adaptations.

Hearing-impaired students should be provided with a program that focuses on reading and writing skills; expectations in listening and speaking should be restricted to those that are reasonable for the individual student. Teachers should assist these students by adapting their classroom procedures. For example, they may need to:

- encourage these students to ask for clarification;
- check their comprehension more often than that of other students;
- enunciate clearly, allowing for speech reading;
- provide more written reinforcement;
- arrange for and use hearing-aid equipment;
- provide special seating arrangements.

The evaluation of hearing-impaired students should be based on the objectives judged appropriate for their degree of hearing loss.

Gifted students should be challenged, while meeting the standard expectations of the OAC, to:

- exercise the higher thinking skills by selecting assignments and questions that involve summary, analysis, and critical discussion;
- research independently a theme that is relevant to the course in order to pursue a topic in depth and to develop skill in the retrieval, organization, and presentation of information from diverse sources;
- write creatively in a variety of genres: short stories, plays, editorials, diaries, poetry;
- practise leadership in discussions and in the organization of group assignments.

The evaluation of gifted students should be based on the same standards as those applied to other students in the same type of OAC for French as a second language. Their marks should reward them for the successful completion of more challenging work.

Appropriate adaptations for other exceptionalities should be made to meet individual needs. School and board staff experienced in this area can be called on for assistance.

Evaluation

Integrated Language Activities

Assessment must be directly related to program objectives and must be based on classroom practice. Since the learning experiences in the OACs in French as a second language will for the most part be integrated language activities, students' achievement of the knowledge and skill objectives of the OACs will be evaluated mainly in integrated language performance in which skills are combined.

Students' ability to understand, speak, and write French, to analyse and appreciate reading selections and cultural materials, and to think clearly and coherently will be assessed in context as they:

- ask and answer questions in class;
- discuss their work;
- participate in small-group activities;
- write answers;
- write dictations;
- develop compositions;
- make presentations.

It is by demonstrating their ability to understand ideas conveyed in French and to communicate clearly and coherently their reactions and their own ideas that students will earn marks. Questions that require English responses are inappropriate at the OAC level.

The marking scheme for each communicative activity must assign value to information presented, clarity of expression, organization of ideas, and critical thinking, as well as language (see appendix J). In the course of the year's evaluation, both prepared and spontaneous work should be assessed.

In integrated language activities students should not lose an inordinate number of marks for grammatical inaccuracies such as missing accents or incorrect agreements, genders, and verb forms. In these activities a maximum of 20 per cent of the marks that students have earned for the expression of their ideas may be deducted for grammatical inaccuracies.

Grammar and Vocabulary

Because these students are all learning French as a second language, a percentage of their marks will be allocated to the direct testing of their knowledge of grammar and vocabulary rather than to integrated language performance. Students must develop the ability to manipulate accurately the components of the language in order to achieve communicative competence. While translation may be used in a limited way as a teaching device to give students confidence in the use of French structures, it is not an appropriate vehicle for the evaluation of students' knowledge in this preuniversity course. The marks allocated to language knowledge tested directly in oral or written tests or examinations should not exceed 15 per cent of the total mark for any term, semester, or year.

Independent Assignment

Ten per cent of the final mark in the core and extended French OACs will be allocated to the independent assignment: 5 per cent for the draft outline and 5 per cent for the oral presentation. In the immersion French OAC 15 per cent of the final mark will be allocated to the assignment: 5 per cent for the oral presentation and 10 per cent for the written report.

Examinations

In each OAC in French as a second language all students must complete at least one formal examination, except for those students who have been identified as exceptional and for whom an IPRC has established alternative evaluation procedures.

The allocation of marks on the examination should reflect the four skill objectives of the course:

- listening comprehension
- oral performance
- reading comprehension
- writing performance

Marks for listening and speaking must be incorporated into the examination mark, although these skills may be assessed at a different time. However, the independent assignment will not be incorporated into the examination mark; it is assessed separately, and its percentage is then incorporated into the student's final transcript mark for the course, as indicated in the table below.

Final Mark

The table on the next page outlines the required weighting of each component of the final transcript mark for student achievement in the OACs in core, extended, and immersion French. The total French mark assigned for any term report card should reflect the same balance, except for the independent assignment. The allocation of marks for core and extended French outlined in the table parallels the degree of emphasis required for the Senior Division in the guideline *French, Core Programs, 1980.*

Weighting for Final Transcript Mark

Objectives	Per Cent		
	Core	Extended	Immersion
Listening and speaking in integrated activities such as: – classroom interaction – oral presentations – interviews – listening activities	35	35	30
Reading and writing in integrated activities such as: – questions and answers – short and longer writing tasks in which students express ideas – sight passages	40	40	40
Language knowledge tested directly in activities such as: – fill-in-the-blanks, cloze items – transformation and substitution exercises – dictation – contextualized multiple-choice items	15	15	15
Independent assignment	10	10	15

In integrated listening, speaking, reading, and writing activities, as well as in the independent assignment, a maximum of 20 per cent of the marks that students have earned for the expression of their ideas may be deducted for grammatical inaccuracies. In addition, language knowledge, that is, grammar and vocabulary, will be assessed in its own right, independent of student ideas. However, such language items must not be presented in isolation, but should be placed in a context.

Sample evaluation schemes for oral, written, and group work are presented in appendix J. Required and optional activities for evaluation may be found in appendix A. For a fuller discussion of evaluation, see *French, Core Programs, 1980*, pages 78–82.

Program Evaluation

The criteria for the evaluation of French programs found in *French, Core Programs, 1980* (pp. 80–82) are applicable to the OACs.

APPENDIXES

Appendix A

Summary of Requirements for the OACs in French as a Second Language

Listening and Speaking

Compulsory
- daily classroom interaction
- large- and small-group work
- dramatization/role playing/ simulation
- listening to and responding to prepared and authentic material
- group discussion: participation as leader and recorder
- report: independent assignment
- interview

Optional
- popular and classical music
- guest speakers
- debates
- field trips
- exchanges
- presentations and reports on cultural research
- careers

Reading

Compulsory
- intensive
  core: 200 pages
  extended: 300 pages
  immersion: 400 pages
- extensive
  core: 200 pages
  extended: 300 pages
  immersion: 400 pages
- at least three genres
- research: independent assignment, cultural research

Optional
- choice of materials

Criteria
- balance of genres
- balance of French-Canadian and other
- 50 per cent from twentieth century
- language for active use
- cultural content
- thematic interrelationship
- balance with earlier studies
- current French-Canadian magazines and newspapers

Writing

Compulsory
- practice in exposition, description, and narration in a variety of forms: compositions, reports, poetry, journal entries, letters
- draft of independent assignment (core/extended); full independent assignment (immersion)
- editing and revision for evaluation of shorter compositions (core, 5; extended, 6; immersion, 6) and longer compositions (core, 2; extended, 3; immersion, 4)
- at least one assignment for a real audience

Optional
- editing with a partner
- contributions to class or school publications
- diary entries
- poetry
- storybooks
- letters

Culture

Compulsory
- appreciation of the French presence in Canada and in the world
- one research report, oral or written

Optional
- choice of topics

Criteria
- contemporary, authentic sources
- eleven suggested topics (see appendix H)
- interrelationship of topics within the course
- variety of social contexts

Communicative Concepts

Compulsory
- ten concepts (see appendix I)
- ability to express:
  a) actions and intentions
  b) cause and effect
  c) emotions, feelings, and wishes
  d) judgements and opinions
- ability to perform language functions (see appendix I)

Vocabulary and Grammar

Compulsory
- basic vocabulary for areas in *French, Core Programs, 1980*
- useful words from reading
- common French-Canadian terms
- skills in word analysis, inferring meaning, circumlocution, dictionary use
- generic terms
- entry knowledge of grammar (see appendix B, C, or D)
- structures (see appendix E, F, or G)

Appendix B

Core French – Entry Knowledge of Grammar

Grammar	Structures
Nouns	
introducing a noun:	
– *c'est/ce sont, voilà, il y a*	1-5, 11, 14, 30
– definite, indefinite, and partitive articles	2, 5, 34
– possessive adjective	12, 39, 56
– verb + direct and indirect object nouns	23
– expression of quantity + *de*	25, 52, 64
– negative + *de*	27
– interrogative adjective	28, 29, 35
– need for a determiner before each noun	58
– *être* + noun (nationality, profession, religion)	76
– definite article with parts of the body	102, 103
Pronouns	
a) pronoun subjects	13, 15, 18, 33, 38
b) pronoun objects (direct, indirect, reflexive, *y*, and *en*) with:	
– simple verbs	26, 30, 45, 51, 53, 61, 66, 67
– *voilà/voici*	46
– infinitives	47
– compound verbs	66, 67, 73, 79, 91, 93, 103
– affirmative and negative imperative	84-86, 106, 110, 112
– order of pronoun objects	104-6, 109, 110, 112
c) interrogative pronouns:	
– *qui, qui est-ce qui, qui est-ce que*	6, 36, 37
– *qu'est-ce qui, qu'est-ce que, que*	8, 81
– preposition + *qui/quoi*	31, 80
d) disjunctive pronouns:	
– object of preposition	32, 55
– with *-même(s)*	74
– *c'est/ce sont* + disjunctive + *qui/que*	77, 143
– use without a verb or for emphasis	78
e) relative pronouns:	
– *qui, que*	71, 72
– preposition + *qui*	82
– *où*	83
– *dont*	118
– *ce qui, ce que, ce dont*	134
f) pronoun use of *tout/toute/tous/toutes*	95, 152
Verbs	
a) formation of verb tenses:	
– present tense	9, 13, 15, 18, 24, 33, 38, 51, 54, 59
– imperative form	17, 40, 85, 86
– immediate future tense	44
– present perfect tense	65, 70, 73, 79, 91-94, 103
– imperfect tense	89
– future tense	100
– conditional tense	120
– past perfect tense	123
– literary past tense	125
– conditional perfect tense	136
– future perfect tense	156
b) participles:	
– agreement of past participles	70, 72, 73, 79, 91-94, 103
– elements placed between the auxiliary verb and the past participle	75, 95, 96, 152

Grammar	Structures
c) introducing infinitives:	
– direct infinitive	44, 60
– *de/à* + infinitive	111, 127, 128
– *à* + object + *de* + infinitive	126
d) special uses of tense:	
– *depuis*	87, 107
– present perfect tense with an expression of limited time	88
– *quand/dès que*/etc.	108
– *venir de*	119
e) tense sequence:	
– conditions	99, 101, 121, 137
– *quand/dès que*/etc.	108
– indirect speech	124
f) interrogation:	
– rising intonation	3
– *est-ce que*	7, 19
– inversion	49, 50
– *n'est-ce pas*	21
– interrogative pronouns (See "Pronouns".)	6, 8, 31, 36, 37, 80, 81
– interrogative adjective	28, 29, 35
– interrogative adverbs	9, 25, 41
g) negation:	
– *ne . . . jamais/nulle part/pas/pas encore/personne/plus/que/rien*	4, 20, 27, 57, 75, 90, 98
– position of negatives with compound tenses	75, 98
– pronoun objects with the negative imperative	110
– *personne/rien* + *ne* + verb	122
– *ne* + negative + infinitive	129

Grammar	Structures
Adjectives	
a) predicate adjectives	16
b) interrogative adjective	28, 29, 35
c) position of adjectives with noun	42, 43
d) comparative and superlative adjectives (+ *de/que*)	62, 68, 69, 115, 116
e) indefinite pronoun + *de* + adjective	144
Adverbs	
a) interrogative adverbs	9, 25, 41
b) position of adverbs with simple and compound tenses	48, 96, 97
c) comparative and superlative adverbs (+ *de/que*)	63, 117
Prepositions	
a) *de* indicating possession	5, 34
b) preposition + noun	10
c) contractions with *à* and *de*	22, 34
d) *être à*	31, 32
e) preposition + disjunctive pronoun	55
f) preposition + *qui/quoi* (interrogative pronoun)	80
g) noun + preposition + *qui* (relative pronoun)	82
h) prepositions introducing dependent infinitives (See "Verbs".)	

Appendix C

Extended French – Entry Knowledge of Grammar

Grammar	Structures
Nouns	
introducing a noun:	
– *c'est/ce sont*, *voilà*, *il y a*	1-5, 11, 14, 30
– definite, indefinite, and partitive articles	2, 5, 34
– possessive adjective	12, 39, 56
– verb + direct and indirect object nouns	23
– expression of quantity + *de*	25, 52, 64
– negative + *de*	27
– interrogative adjective	28, 29, 35
– need for a determiner before each noun	58
– *être* + noun (nationality, profession, religion)	76
– definite article with parts of the body	102, 103
– expression of quantity + partitive	141
Pronouns	
a) pronoun subjects	13, 15, 18, 33, 38
b) pronoun objects (direct, indirect, reflexive, *y*, and *en*) with:	
– simple verbs	26, 30, 45, 51, 53, 61, 66, 67
– *voilà*	46
– infinitives	47
– compound verbs	66, 67, 73, 79, 91, 93, 103
– affirmative and negative imperative	84-86, 106, 110, 112
– order of pronoun objects	104-6, 109, 110, 112
– *faire* causative	151

Grammar	Structures
c) interrogative pronouns:	
– *qui*, *qui est-ce qui*, *qui est-ce que*	6, 36, 37
– *qu'est-ce qui*, *qu'est-ce que*, *que*	8, 81
– preposition + *qui/quoi*	31, 80
– *lequel*	154
d) disjunctive pronouns:	
– object of preposition	32, 55
– with *-même(s)*	74
– *c'est/ce sont* + disjunctive + *qui/que*	77, 143
– use without a verb or for emphasis	78
– *à* + disjunctive pronoun as indirect object	182
e) relative pronouns:	
– *qui, que*	71, 72, 142
– preposition + *qui/lequel*	82, 135
– *où*	83
– *dont*	118
– *ce qui, ce que, ce dont*	134
f) pronoun use of *tout/toute/tous/toutes*	95, 152
g) possessive pronouns	138, 139
h) demonstrative pronouns	150

Grammar	Structures
Verbs	
a) formation of verb tenses:	
– present tense	9, 13, 15, 18, 24, 33, 38, 51, 54, 59
– imperative form	17, 40, 85, 86
– immediate future tense	44
– present perfect tense	65, 70, 73, 79, 91-94, 103
– imperfect tense	89
– future tense	100
– present tense of the subjunctive	113
– conditional tense	120
– past perfect tense	123
– literary past tense	125
– present perfect tense of the subjunctive	133
– conditional perfect tense	136
– future perfect tense	156
b) participles:	
– agreement of past participles	70, 72, 73, 79, 91-94, 103
– elements placed between the auxiliary verb and the past participle	75, 95, 96, 152
– *en* + present participle	145
– participial phrases	184, 185
c) infinitives:	
– direct infinitive	44, 60, 146
– *de/à* + infinitive	111, 127, 128
– *à* + object + *de* + infinitive	126
– negatives with infinitives	129, 130
– *c'est/il est* + adjective + preposition + infinitive	147, 148
– *après* + perfect infinitive	149
– *faire/laisser/entendre/voir* + infinitive	151, 155
– infinitive in passive sense	164
– infinitive as imperative	192

Grammar	Structures
d) special uses of tense:	
– *depuis*	87, 107
– present perfect tense with an expression of limited time	88
– *quand/dès que*/etc.	108, 157
– *venir de*	119
– *voilà/il y a (avait)/ça fait (faisait)* + length of time	140
e) uses of the subjunctive:	
– to express compulsion, emotion, and uncertainty	113, 114, 131, 132, 167
– after impersonal expressions	113, 161
– after subordinate conjunctions	153
– indicative vs. subjunctive	158-60
f) passive voice	163
g) tense sequence:	
– conditions	99, 101, 121, 137
– *quand/dès que*/etc.	108, 157
– indirect speech	124
– in subordinate clauses with the subjunctive	133
h) interrogation:	
– rising intonation	3
– *est-ce que*	7, 19
– inversion	49, 50
– *n'est-ce pas*	21
– interrogative pronouns (See "Pronouns".)	6, 8, 31, 36, 37, 80, 81, 154
– interrogative adjective	28, 29, 35
– interrogative adverbs	9, 25, 41

Grammar	Structures
i) negation:	
– *ne . . . jamais/nulle part/pas/pas encore/personne/plus/que/rien*	4, 20, 27, 57, 75, 90, 98
– position of negatives with compound tenses	75, 98
– pronoun objects with the negative imperative	110
– *personne/rien* + *ne* + verb	122
– negatives with infinitives	129, 130
– *ne . . . ni . . . ni*	162
Adjectives	
a) predicate adjectives	16
b) interrogative adjective	28, 29, 35
c) position of adjectives with noun	42, 43
d) comparative and superlative adjectives (+ *de/que*)	62, 68, 69, 115, 116
e) indefinite pronoun + *de* + adjective	144
Adverbs	
a) interrogative adverbs	9, 25, 41
b) position of adverbs with simple and compound tenses	48, 96, 97
c) comparative and superlative adverbs (+ *de/que*)	63, 117

Grammar	Structures
Prepositions	
a) *de* indicating possession	5, 34
b) preposition + noun	10
c) contractions with *à* and *de*	22, 34
d) *être à*	31, 32
e) preposition + disjunctive pronoun	55
f) preposition + *qui/quoi* (interrogative pronoun)	80
g) noun + preposition + *qui/lequel* (relative pronoun)	82, 135
h) prepositions + dependent infinitives (See "infinitives" under "Verbs".)	
i) *en* + present participle	145
j) *après* + perfect infinitive	149
Conjunctions	
a) See "relative pronouns" under "Pronouns".	
b) See "tense sequence" under "Verbs".	
c) use of *que* in comparisons	62, 63
d) See "uses of the subjunctive" under "Verbs".	
e) *peut-être que*	172

Appendix D

Immersion French – Entry Knowledge of Grammar

Grammar	Structures
Nouns	
introducing a noun:	
– *c'est/ce sont, voilà, il y a*	1-5, 11, 14, 30
– definite, indefinite, and partitive articles	2, 5, 34
– possessive adjective	12, 39, 56
– verb + direct and indirect object nouns	23
– expression of quantity + *de*	25, 52, 64
– negative + *de*	27
– interrogative adjective	28, 29, 35
– need for a determiner before each noun	58
– *être* + noun (nationality, profession, religion)	76
– definite article with parts of the body	102, 103
– expression of quantity + partitive	141
Pronouns	
a) pronoun subjects	13, 15, 18, 33, 38
b) pronoun objects (direct, indirect, reflexive, *y*, and *en*) with:	
– simple verbs	26, 30, 45, 51, 53, 61, 66, 67
– *voilà*	46
– infinitives	47
– compound verbs	66, 67, 73, 79, 91, 93, 103
– affirmative and negative imperative	84-86, 106, 110, 112
– order of pronoun objects	104-6, 109, 110, 112
– *faire* causative	151

Grammar	Structures
c) interrogative pronouns:	
– *qui, qui est-ce qui, qui est-ce que*	6, 36, 37
– *qu'est-ce qui, qu'est-ce que, que*	8, 81
– preposition + *qui/quoi*	31, 80
– *lequel*	154
d) disjunctive pronouns:	
– object of preposition	32, 55
– with *-même(s)*	74
– *c'est/ce sont* + disjunctive + *qui/que*	77, 143
– use without a verb or for emphasis	78
– *à* + disjunctive pronoun as indirect object	182
e) relative pronouns:	
– *qui, que*	71, 72, 142
– preposition + *qui/lequel*	82, 135
– *où*	83
– *dont*	118
– *ce qui, ce que, ce dont*	134
f) pronoun use of *tout/toute/tous/toutes*	95, 152
g) possessive pronouns	138, 139
h) demonstrative pronouns	150

Grammar	Structures
Verbs	
a) formation of verb tenses:	
– present tense	9, 13, 15, 18, 24, 33, 38, 51, 54, 59
– imperative form	17, 40, 85, 86
– immediate future tense	44
– present perfect tense	65, 70, 73, 79, 91-94, 103
– imperfect tense	89
– future tense	100
– present tense of the subjunctive	113
– conditional tense	120
– past perfect tense	123
– literary past tense	125
– present perfect tense of the subjunctive	133
– conditional perfect tense	136
– future perfect tense	156
b) participles:	
– agreement of past participles	70, 72, 73, 79, 91-94, 103
– elements placed between the auxiliary verb and the past participle	75, 95, 96, 152
– *en* + present participle	145
– participial phrases	184, 185
c) infinitives:	
– direct infinitive	44, 60, 146
– *de/à* + infinitive	111, 127, 128
– *à* + object + *de* + infinitive	126
– negatives with infinitives	129, 130
– *c'est/il est* + adjective + preposition + infinitive	147, 148
– *après* + perfect infinitive	149
– *faire/laisser/entendre/voir* + infinitive	151, 155
– infinitive in passive sense	164
– infinitive as imperative	192
d) special uses of tense:	
– *depuis*	87, 107
– present perfect tense with an expression of limited time	88
– *quand/dès que*/etc.	108, 157
– *venir de*	119
– *voilà/il y a (avait)/ça fait (faisait)* + length of time	140
e) uses of the subjunctive:	
– to express compulsion, emotion, and uncertainty	113, 114, 131, 132, 167
– after impersonal expressions	113, 161
– after subordinate conjunctions	153
– indicative vs. subjunctive	158-60
f) passive voice	163
g) tense sequence:	
– conditions	99, 101, 121, 137
– *quand/dès que*/etc.	108, 157
– indirect speech	124
– in subordinate clauses with the subjunctive	133
h) interrogation:	
– rising intonation	3
– *est-ce que*	7, 19
– inversion	49, 50
– *n'est-ce pas*	21
– interrogative pronouns (See "Pronouns".)	6, 8, 31, 36, 37, 80, 81, 154
– interrogative adjective	28, 29, 35
– interrogative adverbs	9, 25, 41

Grammar	Structures
i) negation:	
– *ne . . . jamais/nulle part/pas/pas encore/ personne/plus/que/ rien*	4, 20, 27, 57, 75, 90, 98
– position of negatives with compound tenses	75, 98
– pronoun objects with the negative imperative	110
– *personne/rien* + *ne* + verb	122
– negatives with infinitives	129, 130
– *ne . . . ni . . . ni*	162
– *ne . . . aucun/nul*	169, 170
Adjectives	
a) predicate adjectives	16
b) interrogative adjective	28, 29, 35
c) position of adjectives with noun	42, 43
d) comparative and superlative adjectives (+ *de/que*)	62, 68, 69, 115, 116
e) indefinite pronoun + *de* + adjective	144
Adverbs	
a) interrogative adverbs	9, 25, 41
b) position of adverbs with simple and compound tenses	48, 96, 97
c) comparative and superlative adverbs (+ *de/que*)	63, 117
d) *tout* + adjective	173

Grammar	Structures
Prepositions	
a) *de* indicating possession	5, 34
b) preposition + noun	10
c) contractions with *à* and *de*	22, 34
d) *être à*	31, 32
e) preposition + disjunctive pronoun	55
f) preposition + *qui/quoi* (interrogative pronoun)	80
g) noun + preposition + *qui/lequel* (relative pronoun)	82, 135

Appendix E

Core French – Structures

Structures marked with an asterisk are not required for the 720-hour core French OAC.

Teach	Suggested Preparatory Review
113: ***Il faut que*** *nous le fassions.*	***Il faut*** *manger.* ***Il lui faut*** *partir.*
114: ***Je veux que*** *tu sois ici.*	60, 113: ***Je veux*** *dormir.*
*130: *Je vous ai demandé de* ***ne parler à personne.***	75, 129: *Il* ***n'a jamais parlé à personne.*** *Je lui ai demandé de* ***ne pas fumer.***
131: ***Je regrette qu'****il soit malade.*	***Je regrette de*** *refuser.*
*132: ***Ils attendent que*** *tu viennes.*	
133: *Je m'étonne* { ***qu'ils reviennent.*** / ***qu'ils soient revenus.***	113, 114, 131, 132 and also: *Il dit* { ***qu'il va en France.*** / ***qu'elle est partie.***
*135: *C'est la raison* ***pour laquelle*** *il est parti.*	82: *Voilà la femme* ***pour qui*** *il travaille.*
138, 139: *J'ai perdu* ***la mienne.*** ***Les siennes*** *coûtent cher.*	12: ***Il*** *a perdu* ***sa*** *montre.* ***Ses*** *cravates coûtent cher.*
140: ***Il y avait*** *déjà deux heures qu'il lui* ***parlait.***	87, 107: *Ils* ***attendent/attendaient depuis*** *vingt minutes.*
*145: ***En attendant,*** *elle lisait le journal.* *Antoine est descendu* ***en courant.***	
146: ***Il vaut mieux*** *partir.* ***Il faut*** *téléphoner.*	44: ***Tu vas*** *manger.*
*149: ***Après s'être levée,*** *elle a pris une douche.*	
150: ***Celui de*** *Robert est plus beau.* *Tu veux* ***ceux-ci?***	***Ce*** *bateau-****ci*** *est plus grand.*
*151: *Il* ***fait venir*** *le médecin.*	
153: *Il partira* ***sans qu'****elle le sache.*	111: *Il est parti* ***sans*** *me voir.*
*154: ***Laquelle*** *des robes a-t-elle vendue?*	28, 29, 35: ***Quel*** *animal est-ce que tu aimes?*
*155: *Elle* ***a laissé tomber*** *la tasse.*	151: *Il* ***fait venir*** *le médecin.*
161: ***Il est bon que*** *vous soyez là.*	113, 114, 131-33, 153 above
167: ***Je doute qu'****elle le sache.*	113, 114, 131-33, 153 above

Appendix F

Extended French – Structures

Teach	Suggested Preparatory Review
169: *Elle n'a* ***aucun*** *désir de le revoir.* *Une bonne place? Il n'en trouve* ***aucune.***	26, 30: *J'****en*** *ai deux.* *Combien de crayons est-ce qu'il y a sur la table? Il y* ***en*** *a quatre.*
170: ***Aucun*** *ne le croirait.*	
173: *Thérèse est* ***toute*** *joyeuse.* *Les femmes seront* ***tout*** *étonnées de cette nouvelle.*	152: *Les enfants sont* ***tous*** *malades.* *Il les a* ***tous*** *lus.* *Elles sont* ***toutes*** *venues avec nous.*
176: *On cherche* ***quelqu'un qui sache*** *le russe.*	113, 114, 131-33, 153, 161, 167: ***Il faut que*** *nous le fassions.* ***Je veux que*** *tu sois ici.* ***Je regrette qu'****il soit malade.* ***Ils attendent que*** *tu viennes.* *Il partira* ***sans qu'****elle le sache.* ***Il est bon que*** *vous soyez là.* ***Je doute qu'****elle le sache.* *Je m'étonne* ***qu'ils reviennent/qu'ils soient revenus.***
177: *Ce sont* ***les plus grands que nous ayons jamais vus.***	113-15, 131-33, 153, 161, 167
178: *C'est* ***la seule femme qui soit venue.***	113-15, 131-33, 153, 161, 167
179: *Nous n'avons jamais vu* ***personne qui conduise*** *aussi mal.*	113, 114, 131-33, 153, 161, 167
184: ***La tâche terminée,*** *ils rentrèrent chez eux.*	
185: ***Arrivés sur la scène,*** *les agents ont commencé leur enquête.*	

Immersion French – Structures

Teach	Suggested Preparatory Review
165: *Ce qui m'effraie, c'est d'**être renvoyé.***	149, 163: *Après **avoir fait** ses emplettes, elle est rentrée.* *Leur maison **sera construite** l'année prochaine.*
166: ***Après avoir été libérés,** les oiseaux se sont envolés.*	149, 163
168: ***Quoi que vous disiez,** elle ne vous écoutera pas.*	113, 114, 131-33, 153, 161, 167: ***Il faut que** nous le fassions.* ***Je veux que** tu sois ici.* ***Je regrette qu'**il soit malade.* ***Ils attendent que** tu viennes.* *Il partira **sans qu'**elle le sache.* ***Il est bon que** vous soyez là.* ***Je doute qu'**elle le sache.* *Je m'étonne **qu'ils reviennent/qu'ils soient revenus.***
176: *On cherche **quelqu'un qui sache** le russe.*	113, 114, 131-33, 153, 161, 167
177: *Ce sont **les plus grands que nous ayons jamais vus.***	113-15, 131-33, 153, 161, 167
178: *C'est **la seule femme qui soit venue.***	113-15, 131-33, 153, 161, 167
179: *Nous n'avons jamais vu **personne qui conduise** aussi mal.*	113, 114, 131-33, 153, 161, 167
194: *Le directeur **s'attend à ce que Jean finisse** sa tâche avant de partir.*	113, 114, 131-33, 153, 161, 167

Appendix H

Culture

Each of the eleven topics in the following outline of cultural content is subdivided into a series of subtopics. The subtopics under topic 11, "The Media", have been expanded to include sample questions.

The outline is designed to permit teachers a high degree of flexibility in preparing this component of their course. It is not intended that all of the suggested topics be included in the course. Teachers may choose from among the topics and subtopics to provide for their students a selection of cultural assignments that relate to each other and to the course. Students should choose their own assignments in consultation with the teacher.

1. **Social Interaction**
   - Patterns of Politeness and Respect
   - Socializing
2. **Family**
   - Organization and Structure
   - Tradition and Ritual
   - Life Cycle
3. **Food and Drink**
   - Meal Patterns
   - Food: Tradition and Ritual
   - Food and Socializing
   - Smoking and Drinking
4. **Personal Appearance and Possessions**
   - Traditional Dress
   - Prized Possessions
5. **Environment and Geography**
   - Topography
   - Transportation
   - Economy
   - Relationship to Environment
   - Lifestyles
6. **Education**
   - General Organization
7. **Technology**
   - Adaptation Through Technology
   - Innovators
8. **Institutions**
   - Social
   - Financial
   - Political
   - Religious
9. **History and Civics**
   - Major Historical Events
   - Government and Society
10. **The Arts**
    - Classical
    - Folk and Popular
11. **The Media**

The headings under this topic have been expanded to include sample questions in order to assist teachers to develop cultural topics that are suitable for their classes.

Resources

- What media resources are available in the community (e.g., radio and television programs, magazines, newspapers)? Are these resources readily available?

Print media

- What are some of the major newspapers in the language community? Are there noticeably different types of newspapers and magazines (e.g., more oriented to general news, to community news, or to commentary; more oriented to a young readership or an older readership)? How can one recognize these differences (e.g., by checking the headlines, layout, types of articles, number and kinds of photos)? Which magazines or newspapers are most popular with teenagers? Why?
- Is there a favourite cartoon character or comic series? What is it? Who reads this cartoon or comic series? Why is it so popular?
- What type of advertising does one find in these magazines and newspapers? What aspects of the community's culture are revealed through these advertisements? How does advertising portray men and women? Are any of the products that are well-known in English Canada advertised? Have the advertisements been changed? How?

Appendix I

Communicative Concepts

Comparison of print media

- How do French-language magazines and newspapers in Canada or in France compare or contrast with English-Canadian print media in content, in viewpoint, in layout, and in price?

Television

- Is television accessible to everyone? How much time does a teenager usually spend watching TV? When are programs available? What types of programs are available for teenagers? What is a favourite teenage program?

Popular Artists

- Who are some popular TV stars? Why are they so popular? Who are some major popular recording artists? What are some examples of their music?

Games

- Are videotapes and microcomputer games a form of recreation in the community? If so, do both adults and young people play these games? What is the general community attitude to videotapes and microcomputer games as a form of recreation?

A series of communicative concepts that students should be able to express is listed below. Students should learn to function in French using these concepts for a wide variety of purposes. A list of functions follows the list of concepts.

The concepts are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. The integrated nature of language and the complex patterns of communication preclude such a sequential or fragmented approach.

1. basic social conventions
   - greetings
   - forms of respect
   - leave taking
   - small talk
   - expressions of politeness
   - attracting attention
   - apologizing
   - complimenting
   - mealtime conversation
   - making excuses
2. identification and description
3. location
4. time
5. quantity, extent, and dimension
6. actions and intentions, influencing others' actions
7. manner and means
8. cause and effect
9. emotions, feelings, and wishes
10. judgements and opinions

Using these concepts, students should be able to perform the following functions. This list of functions is not exhaustive. However, it outlines the main functions required for the OACs:

- requesting, giving, and receiving information, help, and directions
- identifying and describing people, things, and places
- planning projects, clarifying, elaborating, making predictions, solving problems
- getting others to perform actions
- accepting, declining, permitting, warning, forbidding, encouraging
- explaining how something works or how to do something
- giving advice, making excuses, talking one's way out of trouble
- discussing possibilities, hypothesizing, drawing conclusions, evaluating
- agreeing, disagreeing, comparing, contrasting, debating
- sharing personal ideas, values, wishes, and feelings and expressing reactions to the feelings of others

Appendix J

Evaluation

Evaluation of Oral and Written Assignments

The following sample outlines may be used for the evaluation of oral presentations or interviews and written assignments. The teacher will convert the total mark for an assignment to give it an appropriate weighting within the year's program.

Barème pour l'évaluation orale

CONSIDÉRATIONS	TOTAL POSSIBLE: 50 OU 60					
CONTENU: 20						
– Justesse des idées	0	1	2	3	4	5
– Compréhension personnelle/commentaires	0	1	2	3	4	5
– Organisation	0	1	2	3	4	5
– Intérêt	0	1	2	3	4	5
PRÉSENTATION: 15						
– Débit (voix, gestes, matériel d'appui)	0	1	2	3	4	5
		6	7	8	9	10
– Spontanéité	0	1	2	3	4	5
LANGAGE: 15						
– Qualité du langage, phrases et vocabulaire variés, tournures	0	1	2	3	4	5
– Précision grammaticale	0	1	2	3	4	5
– Prononciation/intonation	0	1	2	3	4	5
TOTAL: 50						
Discussion sommaire avec le groupe (facultative)	0	1	2	3	4	5
		6	7	8	9	10
TOTAL: 60						

COMMENTAIRES:

POINTS FORTS:

LACUNES:

Barème pour l'évaluation écrite

CONSIDÉRATIONS	TOTAL POSSIBLE: 50
CONTENU: 20	
– Idées	15
– Compréhension personnelle/créativité	5
ORGANISATION: 15	
– Introduction	3
– Développement	3
– Conclusion	3
– Enchaînement	3
– Clarté	3
LANGAGE: 15	
– Phrases et vocabulaire variés, tournures	5
– Grammaire, orthographe	10
TOTAL: 50	

POINTS FORTS:

COMMENTAIRES:

LACUNES:

Evaluation of Group Work

Some group work will be evaluated informally as a regular part of class interaction. The evaluation of major assignments should be based on the suggested oral and written outlines above. It should also include a component for the assessment by students of their own contribution and the work of the others in the group. Students can use the following outline to evaluate themselves and their peers in group work.

Barème pour l'évaluation du travail en groupe

Nom de l'évaluateur:_____ Classe:_____

Sujet/tâche:_____ Date:_____

Noms des participants

Groupe:_____

CONSIDÉRATIONS	NOTE POSSIBLE	1 Moi	2	3	4	5
Contribution personnelle au travail du groupe	5					
Aide donnée aux autres pour réviser, polir, et organiser le travail	5					
Persistance dans l'emploi du français	5					
Qualité du français	5					
TOTAL POSSIBLE	20					

COMMENTAIRES:

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